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LS 152L.06: Introduction to the Humanities

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Liberal Studies 152: Intro to Humanities
 Spring 2002
 Sec. 6: T/Th—JRH 203, 12:40-2

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 Hrs: T:10:30-12:30, Th: 10-11
 & by app't
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I. Texts:

Faculty Pack (FP)
The Inferno, Dante (NAL-Mentor)
The Merchant of Venice, Shakespeare (Signet)
Discourse on Method, Descartes (LLA)
Frankenstein, Shelley (Bantam)

Narrative of the Life of F.D., Douglass (Penguin)
The Heart of Darkness, Conrad (Penguin) (
Metamorphosis and Other Stories, Kafka (Schocken)
Ceremony, Silko (Penguin)

II. Reading/ Plenary Lecture Assignments*:

- 1/29 Foundations / Introductions
- 1/31 *Inferno*, Cantos I-V, X, XIII, XV, XVI
 Lecture: *Intro to Course & Medieval Culture*, Fandozzi / Dietrich
- 2/5 *Inferno*, Cantos XXI-XXII, XXV, XXVI, XXVIII, XXXII-XXXIV
- 2/7 Montaigne, Intro, *To the reader, Of idleness, Of thumbs, Of giving the lie* (FP 4)
 Lecture: *Renaissance Art*, Dietrich
- 2/12 Montaigne, *Of cannibals*
- 2/14 Montaigne, *Of cannibals*
 Lecture: *Reformation*, Farr [read FP 6]
- 2/19 *The Merchant of Venice*, Act I
- 2/21 *The Merchant of Venice*, Acts II & III
 Lecture: *Renaissance: History & Culture*, Eglin
- 2/26 *The Merchant of Venice*, Act V
- 2/28 *Discourse on Method*
 Lecture: *Shakespeare*, Bigley
- 3/5 Swift (FP 9); *Declarations* (FP 12)
- 3/7 Wollstonecraft (FP 19); Blake (FP 13)
 Lecture: *Descartes & Mod. Phil.*, Perrin
- 3/12 Romantic poetry (FP 14-16)
- 3/14 *Frankenstein* **Papers due 3/14
 Lecture: *The Enlightenment*, Borgmann
 [see FP 10]

- 3/26 *Frankenstein*
- 3/28 *Frankenstein*
 Lecture: *Music: Baroque to Romantic*, Glass-Boyd
- 4/2 *Narrative* (Douglass); Sojourner Truth (FP 20)
- 4/4 Marx (FP 18) **Revised papers due 4/4
 Lecture: *Romantic Literature, Vanita*
- 4/9 Gilman (FP 21); Woolf/Nightingale (FP 22-23)
- 4/11 *The Heart of Darkness*, Part I
 Lecture: *19th C. Novel*, Glendenning
- 4/16 *The Heart of Darkness*, Part II
- 4/18 *The Heart of Darkness*, Part III
 Lecture: *Democracy & Slavery, Price*
- 4/23 Kafka
- 4/25 Kafka
- 4/26 Lecture: *Recent Political Philosophy*, Drake
- 4/30 *Ceremony*, pp. 1-65
- 5/2 *Ceremony*, pp. 66-135
 Lecture: *Heart of Darkness: Colonialism & Racism*, Fandozzi
- 5/7 *Ceremony*, pp. 136-201
- 5/9 *Ceremony*, pp. 201-62
 Lecture: *Art in the 20th C.*, Baker
 **Final Papers due 5/9
- 5/13 Finals Week: Wemeet Monday, 1:10-3:10 (required).

—Spring Break / Reading Week
 [read *Frankenstein* !!]—

*Plenary Lectures: Thursdays in ULH, 11:10-12, and repeated in SS 352, 7:10-8.

—Drop/Add Deadlines: 2/15 (by Cyberbear); 3/11 (but no refunds)—

III. Writing Assignments

Lecture responses: To be explained in class (also see below) and submitted Tuesday following the lecture [30%].

Papers: A three-page (1000 word) paper due 3/14 [20%], a four-to-five-page revision due 4/4 [15%], and a three-page paper [20%] due 5/9 (see reminders above and discussion below). Topics to be discussed. **{RETAIN ALL WRITTEN WORK TILL SEMESTER'S END.}**

IV. Ethical Contract

Everyone is expected to attend all classes--discussions and plenary lectures (Note: audio tapes are available at the front desk of the library by late Thursday afternoon)--stay current with reading assignments, get all written work in on time, and come to class prepared to discuss. Grades will be based on written work (percentages above) and participation in discussions [15%]. Three absences or excessive tardiness may significantly lower one's grade AND lead to additional assignments. **Choosing to remain in this class constitutes agreement with this contract. Please consider this carefully.**

Re: Writing Assignments

Lecture responses: You will write critical responses to 10 (of 14) general lectures, by which I mean for you to focus on one subject raised by the lecturer(s) which you choose to clearly and carefully explore. This subject is to be anchored in the lecture, then worked with as you see fit (with more or less attention paid to relevant class texts)--but these responses are to be serious, thoughtful, original and of substance. Note that "responses" are not reactions; rather, they are intended to involve you in a disciplined process of pondering your understanding of the ideas and perspectives raised in the lectures as well as in what we are reading and discussing in class. Over the next few months, these weekly responses should provide you with a substantial running commentary on your questions, frustrations, discoveries and imaginings as we move through the course. Primarily these weekly responses are to serve you. My role is to try to keep you sharply focused and writing clearly and effectively (and vividly and passionately and...). Remember, however, that these are academic exercises and account for a major part of your grade; so I expect thoughtful and attentive work to be done in them. **As reader, I need to see in every writing assignment concrete language and examples from lectures and texts.** The objective is to get you to pay stricter attention to the interconnected process of reading/thinking/listening/writing (which is why the first formal paper is not due till the seventh week)--and, of course, to get you to feel more at ease speaking up in class discussions. You should use these lecture responses to pose and (begin to) answer the questions you are encouraged to bring to each class. Thinking about the connections between lectures and readings, then developing these in your own words into vivid and significant responses, should also make participating in class discussions both more productive and more fun. These weekly responses are expected to be one-to-two pages in length, typed and double-spaced, attentively revised and proofed before submission. (For those needing/wanting help on writing, see note about the *Writing Lab* below. This confidential resource--which you have each already paid for, by the way--is not meant to substitute for whatever help I can provide. This is my job, remember; yours, is to seek me out. Don't procrastinate. As Blake insists, "Eternity is in love with the productions of time"--so, let's have a productive semester, yes?)

Papers: There will be three scheduled papers (see above), the second a revision/expansion of the first. Possible topics will be suggested as we move through the material, and you may well discover what you want to write at more length about as you work on your weekly lecture responses. I expect you to write thoughtful, well-argued and well-organized papers with all sources briefly but clearly identified. Be sure to choose your topics wisely and to pay serious attention to grammar, punctuation, etc. The *Writing Lab* (LA 109 & 110, ext.2275) is an excellent resource. In addition to the three assigned papers there may be occasional in-class writing activities.

Papers are to be typed, double-spaced, lengths specified above, and with all sources clearly identified. Always use specific language and details from the texts; avoid over-generalizations and abstractions. The trick on short papers is to focus. The revision involves taking my comments and suggestions and (assuming you find them helpful) incorporating your responses in a serious and imaginative reworking/rethinking of your original essay. (Note that this is a separate and challenging task. See grade percentages above). We will be discussing this process at some length in class. We can get together to discuss any assignment--or anything else.

"You already know enough. So do I. It is not knowledge we lack.

What is missing is the courage to understand what we know and to draw conclusions" (Sven Lundqvist)